DOCUMENT RESUME

ED 264 909 JC 860 029

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TITLE Preserving and Enhancing Quality: Program Evaluation.
INSTITUTION Miami-Dade Community Coll., FL. Mitchell Wolfson New World Center Campus.
PUB DATE [84]
NOTE 21p.
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Community Colleges; Departments; Educational Assessment; *Evaluation Criteria; *Evaluation Methods; Program Development; *Program Evaluation; Self Evaluation (Groups); *State Standards; Two Year Colleges
IDENTIFIERS *Florida

ABSTRACT

Following a brief description of the development of Florida's statewide program review process for community colleges, this booklet offers information on the campus-level review plan of the Mitchell Wolfson New World Center Campus. Introductory materials indicate that the purpose of the campus review process is to highlight exemplary programs and to recognize the uniqueness of campus programs and students, while also monitoring factors considered important by the state. The next section looks at the role of various groups in the evaluation plan, including (1) the Academic Planning and Program Review Committee, which has responsibility for overseeing the evaluation activities and variables, constructing the instruments, and setting standards; (2) the Departmental Audit Report (DAR), which represents a formative evaluation strategy involving a routine monitoring of data to identify potential changes or problem areas within an academic department; and (3) the academic program review, which represents a summative evaluation concerning particular academic programs offered at the campus. Finally, a chart provides a summary of indicators for both the DAR and the academic program review. For each indicator, relative weight is assigned; standards, measures, and samples are delineated; and data sources are identified. Survey forms used in various parts of the review process are included. (LAL)

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Preserving and Enhancing Quality

PROGRAM EVALUATION

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MITCHELL WOLFSON NEW WORLD CENTER CAMPUS

PRESERVING AND ENHANCING QUALITY PROGRAM EVALUATION

MIAMI-DADE COMMUNITY COLLEGE
MITCHELL WOLFSON NEW WORLD CENTER CAMPUS

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MESSAGE FROM THE VICE PRESIDENT:

Why Evaluate? It has been said that the assessment and enhancement of quality is one of the most critical issues facing community colleges in the 1980's. The unprecedented growth seen in community college education during the 1960's and 1970's has ended and has given way to a national concern calling for a reevaluation of priorities.

In general, funding has become less predictable and the dangers of accepting the status quo have become well known. The emphasis upon quality is seen in the state funding formulas which reinforce an institution's academic performance rather than relying solely on quantity or student headcount. A number of states including Florida, have recently taken the initiative to implement formative program review procedures. These procedures are intended to supplement local and state decisions regarding resource allocation. Considering this climate, the question is no longer one of "why", but rather of "how" to evaluate.

The theme of program evaluation at Mitchell Wolfson New World Center Campus and, therefore, of this booklet, is that persons interested in the future of community college education must take quality seriously and must become introspective concerning how each preserves and promotes quality on a daily basis. This booklet contains a brief description of the State's review process and information on the Campus' evaluation efforts including those focusing upon departmental operations and specific academic programs. The booklet is not intended to represent a detailed "how to" manual, but rather, a means of communicating recent developments to campus "stakeholders" or primary users of the evaluation information.

E. J. Padron

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STATE OF FLORIDA PROGRAM REVIEW

During 1982, the Division of Community Colleges and the Council of Instructional Affairs determined that a formal process was needed to review all degree and certificate programs in Florida's community colleges. The purpose of the process was to assist colleges and state-level administrators in program planning efforts, to support budget appropriations, and to promote an emphasis on excellence. One of the state's goals is to have students attending Florida colleges score at the top 25 percent on nationally administered tests at the end of five years. The review process is seen as only one strategy to make this goal become a reality.

In July, 1983, the legislature assigned responsibility for the state-level program review to a recently created State Board of Community Colleges (SBCC). A preliminary evaluation design was approved and piloted in June, 1983, by a project steering committee composed of twelve community colleges including Miami-Dade. During the pilot of Phase I evaluation, participating institutions recommended several changes in the program's design.

After piloting the review model, the program entered the implementation stage or Phase II. A total of four subcommittees were formed to address particular problem areas identified from the pilot. An A.A. Degree subcommittee was formed to study the application of the program review model to the transfer degree. An Occupational/Vocational Program subcommittee evaluated the criteria as they applied to the A.S. and certificate programs. The Management Information Systems (MIS) subcommittee developed and implemented changes to the state MIS system which represents the data source for the review model. The final subcommittee defined the inter-institutional or system-wide program review structure.

In June, 1984, the SBCC initiated a Phase II review to determine which instructional programs at the participating colleges needed a more in-depth evaluation. The colleges involved are required to provide a reaction to the initial program review by September 1, 1984. Miami-Dade is currently reviewing these initial findings.

The state's model measures the following nine indicators of an academic program's effectiveness:

1. Annual headcount enrollment
2. Program success:
   - Total number of students completing the program
   - Number of students completing the program and employed in-field or transferred to an upper division school
   - Number of students leaving a program prior to completing all requirements
3. Full-time equivalents (FTE)
4. Cost of instruction per FTE
5. Equipment cost per FTE area
6. Student to faculty FTE ratio
7. Transfer GPA for A.A. program participants
8. CLAST scores for A.A. program participants
9. Average licensure scores

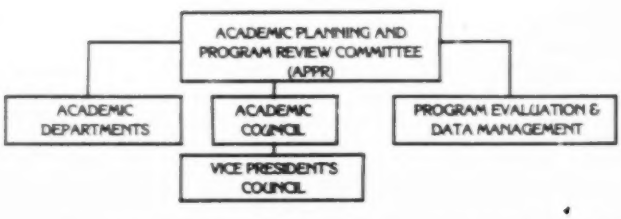
Specific criteria have been proposed for each of the above indicators. Each criterion was designed to provide a "flagging" mechanism which identifies programs that may need further review. The criteria either provided an expected range for an indicator or a value below or above which the indicator is flagged.

Even though the state's program review model will be continually changing until a workable design is reached, the fact remains that the state review process is here to stay. Noting this trend at the state level, the Mitchell Wolfson New World Center Campus has been designing a campus-level program review process since September, 1983. The primary purpose of this campus process was to highlight exemplary programs and to recognize the uniqueness of the campus programs and students while also monitoring factors considered important by the State of Florida. In addition to reviewing academic programs the campus model also includes a departmental "audit" process which represents a composite of already existing evaluation strategies. The next section outlines this campus review plan in greater detail.

CAMPUS PROGRAM EVALUATION PLAN

Academic Planning and Program Review Committee (APPR):

The campus review model involves a participatory review process whereby "stakeholders" directly and indirectly participate in the review. In order to establish communication between the "evaluators" and those affected by the evaluation, an Academic Planning and Program Review Committee (APPR) composed of seven members representing six campus departments/divisions was established. The APPR Committee has the responsibility of overseeing the evaluation activities and the selection of evaluation variables, construction of evaluation instruments, and the setting of standards. The flow chart which follows outlines the participatory nature and structure of the plan.



At present, the Committee is composed of six members in addition to the Director of Program Evaluation and Data Management who serves as the chairperson. Membership is on an annual basis with new members joining the committee each January. Since starting in February, 1984, the Committee has met over twelve times

and has finalized two campus program review strategies; 1) the Departmental Audit and 2) the Academic Program Review. The Committee's function is considered on-going such that once procedures are finalized for appraising the merits of individual academic programs and departmental operations, the Committee will assist departments in developing additional internal measures which will serve particular interests and needs of the various academic areas.

For the Committee, evaluation represents a set of procedures for appraising an academic unit's merits, outcomes, and impact. Program evaluation is defined, therefore, as the process of specifying, collecting, analyzing, and interpreting information about academic units in order to arrive at informed value judgements concerning continuation or modification. This conceptual framework has been maintained in the design of the various evaluation strategies and in the reports which will be distributed by the Committee.

Reports prepared by the Program Evaluation and Data Management Department and reviewed by APPR Committee members will be distributed directly to the Academic Dean and the academic units having a stake in the evaluation results. Departments falling short of expected goals will be asked to document the reason(s) for their performance and possible strategies to be used for improvement.

Departmental Audit Report:

The Departmental Audit Report represents a formative evaluation strategy and is a routine monitoring of data which can identify potential changes or problem areas within an academic department. This process is not intended to do more than indicate that a more detailed evaluation of the department or programs offered from the department may be indicated.

Six indicators are used in the audit process including two output measures (course retention rate and course success rate), three process measures (percent of enrollment projection, percent of productivity goal, and percent of expenditure projection), and one opinion measure (faculty evaluation of departmental operations). Specifics involving how such factors will be measured are included in the Summary of Indicators which follows.

The audit process will be conducted each term with pilot data collected during Fall term, 1984. Until appropriate departmental goals can be established, during 84-1 the course retention indicator will be used for informational purposes only.

Each audit indicator will be tracked on a standardized measuring scale so that a single summary statistic will result for each indicator, each department, and each term. These "index scores" will allow for "intra-indicator" comparisons, therefore, enabling a department chairperson to determine among which of the six indicators the department performed best and which needs the most work. The index scores will also allow for quantitative "inter-departmental" comparisons, so that answers to such questions as, "which department performed best overall or on a particular indicator?", will be possible.

All audit indicators were reviewed by the APPR Committee at length before including them into the 84-1 pilot. Additionally, a survey was circulated to departmental chairpersons soliciting their feedback and guidance. This Chairperson's Survey (See Appendix) also resulted in the ranking of the indicators from most to least important. This type of ranking will be used to "weigh" the importance of each indicator for statistical and reporting purposes.

Academic Program Review:

The program review model adopted by the campus for piloting during 1984-85, represents a summative evaluation concerning particular academic programs offered at the Mitchell Wolfson New World Center Campus. A total of seven indicators have been selected after conscientious deliberations by the APPR Committee and a survey sample of stakeholders or departmental chairpersons (See Appendix). Several indicators were taken from the proposed State of Florida Program Review Process and *Indicators of Progress Toward Excellence* (Rule GA-10.243). Tracking similar indicators at the campus level will permit a check on the state data, as well as to function as "red flags" which may signal future negative findings at the state level.

The indicators include six output measures (percent of program completers employed, percent of program completers transferred, percent of A.A. students passing CLAST, and Mid-CLAST, the percent of degree seeking students awarded degrees, and upper division GPA of graduates) and one process measure (annual headcount enrollment). A more detailed description of these indicators is found within the Summary of Indicators which follows.

Performance on each of the seven program review indicators will be tracked in the same manner as those measured in the audit process. A standardized scaling method, permitting "intra and inter-indicator" comparisons, will also be part of the review process. Additionally, the weighting of each indicator according to campus and state priorities and written program accountability requests initiated by the APPR Committee to explain variances exceeding agreed-upon levels, is also an integral part of the program review process. Criteria used to judge the performance of each academic program will be the same as those used by the state. The APPR Committee will rely quite heavily upon the reports issued to the State by the Office of Institutional Research. The campus, therefore, will have to go beyond the data readily accessible at the campus in order to conduct the review of academic programs.

Both of the review strategies outlined above represent only a portion of the emphasis that will be placed upon preserving and enhancing quality by the campus in future academic years. It is through efforts such as these, that monitor and self-regulate quality on an ongoing basis, which in the long run will benefit both students and faculty associated with the Mitchell Wolfson New World Center Campus.

MITCHELL WOLFSON NEW WORLD CENTER CAMPUS
DEPARTMENT AUDIT REPORT (DAR)
SUMMARY OF INDICATORS

RELATIVE WEIGHT*	INDICATOR	STANDARDS: EXPECTANCY LEVEL	STANDARDS: VARIANCE FACTOR	MEASURE	SAMPLE	DATA SOURCE
24	Course Retention Rate	Average departmental retention rate from past two academic years.	Success = Not to exceed −15% of expectancy level.	Proportional comparison between expectancy level and actual departmental retention rate (e.g., actual retention rate/ average retention rate over past two years).	All credit courses offered from the department.	Course Retention Printout, (Prepared by Program Evaluation and Data Management Department).
20	Course Success Rate	Average departmental success rate for past two academic years.	None allowed	Proportional comparison between two year average and actual departmental course success rate.	All credit courses offered from the department.	Course Retention Printout, (Prepared by Program Evaluation and Data Management Department.)
16	Percent of Enrollment Projection	100% of all student credit hours (SCH) as projected by each department.	None allowed	Proportional comparison between projected and actual end-of-term student credit hour enrollment (e.g., actual SCH/projected SCH).	All credit courses offered from the department.	End-of-term Analysis of Registration (Prepared by Registrar's Office).

MITCHELL WOLFSON NEW WORLD CENTER CAMPUS
DEPARTMENT AUDIT REPORT (DAR)
SUMMARY OF INDICATORS

RELATIVE WEIGHT*	INDICATOR	STANDARDS: EXPECTANCY LEVEL	STANDARDS: VARIANCE FACTOR	MEASURE	SAMPLE	DATA SOURCE
16	Percent of Productivity Goal	100% of productivity goal as established for each department.	None allowed	Proportional comparison between projected and actual end-of-term productivity (e.g., actual product/productivity goal).	All credit courses offered from the department.	Final campus productivity report (prepared by Program Evaluation and Data Management Department.
15	Faculty Evaluation of Departmental Operations	75% satisfaction rating.	Success = not to exceed −15% of expectancy level.	Faculty Evaluation Questionnaire addressing satisfaction with departmental operations.	All full-time faculty members and department chairs.	Printout of results from the Departmental Operations Questionnaire (prepared by the Program Evaluation and Data Management Department).
9	Percent of Expenditure Projection	100% of projected term expenditures for each department.	Success = not to exceed ±15 percent of expectancy level.	Proportional comparison between projected and actual end-of-term expenditures (e.g., actual expenditures/projected term expenditure).	All departmental object codes excluding salaries.	Final campus expenditures report (prepared by Dean of Administration).

*Refers to the importance attributed to the indicator as determined by a survey of campus department chairpersons. The rank or weight of the indicator is expressed as the number of points it should receive out of a total of 100 points.

MITCHELL WOLFSON NEW WORLD CENTER CAMPUS
ACADEMIC PROGRAM REVIEW (APR)
SUMMARY OF INDICATORS

RELATIVE WEIGHT*	INDICATOR	EXPECTANCY LEVEL	MEASURE	SAMPLE	DATA SOURCE
22	Upper Division GPA of AA Graduates	Based upon data from past two years.	Comparison between GPA earned at the Wolfson Campus and GPA earned at upper division schools within the state of Florida.	All AA graduates transferring to an upper division school in Florida.	Office of Institutional Research reports submitted to the State.
17	% of AA Students Passing CLAST	To be determed by APPR Committee.	Proportional comparison between projected and actual frequency of students successfully completing 3 of 4 CLAST subtests, as defined by the state of Florida.	All AA students sitting for CLAST during the academic year studied and claiming common program code identifiers.	State of Florida CLAST tape.
14	% of Degree Seeking Students Awarded Degrees	Based upon data from past two years.	Proportional comparison between projected and actual degrees awarded to degree seeking students.	All degree seeking students with common AA, AS program code identifiers.	Report completed by the Office of Institutional Research.
13	% of AA Students Passing Mid-CLAST	To be determined by APPR Committee.	Proportional comparison between projected and actual frequency of students sitting for and passing the mid-CLAST. Passing scores will be set at a level comparable to that defined by the state for the CLAST.	All AA students sitting for Mid-CLAST during the academic year studied and claiming common program code identifiers.	Wolfson Campus Testing Department.

MITCHELL WOLFSON NEW WORLD CENTER CAMPUS
ACADEMIC PROGRAM REVIEW (APR)
SUMMARY OF INDICATORS

RELATIVE WEIGHT*	INDICATOR	EXPECTANCY LEVEL	MEASURE	SAMPLE	DATA SOURCE
12	% of Program Completers Employed	60% in-field employment	Proportional comparison between actual and 60% in-field employment.	All AA, AS and Certificate students graduating during the academic year.	Office of Institutional Research Follow-Up Report.
11	Annual Headcount Enrollment	Based upon data from past two years.	Proportional comparison between projected and actual annual headcount enrollment for program studied.	All AA, AS and Certificate students with common program code identifiers.	Annual program identifier headcount determined by Program Evaluation & Data Management Department.
11	% of Program Completers Transferred	Based upon data from past two years.	Proportional comparison between actual and projected transfers to other educational institutions.	Per Above	Office of Institutional Research Follow-Up Report.

*Refers to the importance attributed to the indicator as determined by a survey of campus department chairpersons. The rank or weight of the indicator is expressed as the number of points it should receive out of a total of 100 points.

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APPENDIX

ACADEMIC PLANNING AND PROGRAM REVIEW COMMITTEE

DEPARTMENT AUDIT REPORT
INDICATOR RANKING SURVEY

DEPARTMENT _____ DATE _____

The Academic Planning and Program Review Committee (APPR) has been established to oversee evaluation activities at the Mitchell Wolfson New World Center Campus. One responsibility of the APPR Committee is the development and implementation of an evaluation process intended to monitor the performance of academic departments. A Department Audit Report measuring the performance of academic departments on six indicators of success will be implemented on a trial basis during Fall Term, 1984 (84-1). Your input is needed to implement this audit process. The APPR Committee is asking that you respond to the following survey in an effort to involve you in the development of the evaluation procedures.

INSTRUCTIONS: Please read carefully each of the following descriptions relating to the performance indicators which will be used to measure the success of academic departments. ***RANK*** *the indicators from 1 to 6 in the order of their importance as minimum requirements for successful operation of an academic department. Use each number from 1 to 6 in ranking the indicators.* ***Do not*** *use any number more than once.*

1 is the HIGHEST Rank (most important)
6 is the LOWEST Rank (least important)

Also indicate how important each performance indicator is by assigning a ***POINT*** *value from 1-100 to each of your ranks. Out of a total of 100 points, how many should be allotted to each of the indicators? The total points allotted for all six indicators should equal 100.*

Please write any ***COMMENTS*** *you may have concerning the indicators on the lines provided.*

DESCRIPTION OF INDICATOR	RANK	POINTS	COMMENTS
1. Percent of Enrollment Projection: Comparison between projected and actual end-of-term student credit hour enrollment for the department.	_____	_____	_____
2. Percent of Productivity Goal: Comparison between projected and actual end-of-term productivity (i.e. average number of student credit hours covered by a faculty member).	_____	_____	_____
3. Percent of Expenditure Projection: Comparison between projected and actual end-of-term expenditures relating to a department's budget.	_____	_____	_____

DESCRIPTION OF INDICATOR	RANK	POINTS	COMMENTS
4. **Retention Rate:** Comparison between the proportion of students who did not withdraw after the 100% refund date for the past two academic years and the actual end-of-term proportion of students receiving grades other than W's.	_____	_____	_____
5. **Course Success Rate:** Comparison between the proportion of students who did not withdraw after the 100% refund date for the past two academic years and the actual end-of-term proportion of students receiving such grades.	_____	_____	_____
6. **Faculty Evaluation of Departmental Operations:** Comparison of faculty satisfaction ratings on three areas of departmental operations including 1) the academic environment, 2) operating procedures, and 3) governance. These ratings will be compared to a standard of 70 percent faculty satisfaction.	_____	_____	_____
		_____	
		100	TOTAL POINTS

The Academic Planning Committee and Program Review Committee (APPR) appreciates your time devoted to completing this survey.

PLEASE RETURN THIS SURVEY TO ROOM 1506 AS SOON AS POSSIBLE.

ACADEMIC PLANNING AND PROGRAM REVIEW COMMITTEE

COMPREHENSIVE ACADEMIC PROGRAM REVIEW INDICATOR RANKING SURVEY

DEPARTMENT _____ DATE _____

The Academic Planning and Program Review Committee (APPR) has been established to oversee evaluation activities at the Mitchell Wolfson New World Center Campus. One responsibility of the APPR Committee is the development and implementation of an evaluation process intended to monitor the performance of students enrolled in the various academic programs offered at Mitchell Wolfson New World Center Campus. A comprehensive Academic Program Review measuring the performance of academic programs on seven indicators of success will be implemented on a trial basis during Fall Term, 1984 (84-1). Your input is needed to implement this review process. The APPR Committee is asking that you respond to the following survey in an effort to involve you in the development of the evaluation procedures.

INSTRUCTIONS: Please read carefully each of the following descriptions relating to the performance indicators which will be used to measure the success of academic programs. ***RANK*** *the indicators from 1 to 7 in the order of their importance as minimum requirements for successful performance of an academic program. Use each number from 1 to 7 in ranking the indicators.* ***Do not*** *use any number more than once.*

1 is the HIGHEST Rank (most important)
7 is the LOWEST Rank (least important)

Also indicate how important each performance indicator is by assigning a ***POINT*** *value from 1-100 to each of your ranks. Out of a total of 100 points, how many should be allotted to each of the indicators? The total points allotted for all six indicators should equal 100.*

Please write any ***COMMENTS*** *you may have concerning the indicators on the lines provided.*

_____

_____

DESCRIPTION OF INDICATOR	RANK	POINTS	COMMENTS
1. **Annual Headcount Enrollment** Proportional comparison between projected and actual annual headcount enrollment for program studied.	_____	_____	_____
2. **% of Program Completers Employed** Proportional comparison between actual and 60% infield employment.	_____	_____	_____
3. **% of Program Completers Transferred** Proportional comparison between actual and projected transfers to other educational institutions.	_____	_____	_____

DESCRIPTION OF INDICATOR	RANK	POINTS	COMMENTS
4. % of AA Students Passing CLAST Proportional comparison between projected and actual frequency of students successfully completing 3 of 4 CLAST subtests, as defined by the State of Florida.	_____	_____	_____
5. % of AA Students Passing Mid-CLAST Proportional comparison between projected and actual frequency of students sitting for and passing the mid-CLAST. Passing scores will be set at a level comparable to that defined by the state for the CLAST.	_____	_____	_____
6. % of Degree Seeking Students Awarded Degrees Proportional comparison between projected and actual degrees awarded to degree seeking students.	_____	_____	_____
7. Upper Division GPA of AA Graduates Comparison between GPA earned at the Wolfson Campus and GPA earned at upper division schools within the State of Florida.	_____	_____	_____

The Academic Planning Committee and Program Review Committee (APPR) appreciates your time devoted to completing this survey.

PLEASE RETURN THIS SURVEY TO ROOM 1506 AS SOON AS POSSIBLE.

BIBLIOGRAPHY

A number of professional publications have been reviewed in order to design the campus program evaluation plan. The following represents a list of those which have directly influenced the review strategies.

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- Lawrence, J.E. and Cook, T.J. Designing Useful Evaluations. *Evaluation and Program Planning, 5,* p. 327-336, 1982.

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